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ABSTRACT

One of the most promising devices available to the modern instructor is based upon a simple premise--find out what children like to do and turn it into an educational experience. This premise has resulted in the development of many educational games and toys for younger children. As students grow older, games are used less; yet children and adults do not lose their desire to play. Games for older children and adults are available and more are being developed. As a method for teaching communication, games are the focus of this handbook. This guide contains sections on how to choose the games students can play. Also included are research relating to the effectiveness of games in teaching; a selected list of available games accompanied by student evaluations, appropriate applications, descriptions and grade levels; and a more general list of other available games. The handbook also includes a selected game bibliography and a source listing for additional information concerning educational games. (LG)

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HANDBOOK
for
THE ROLE OF GAMES IN TEACHING SPEECH COMMUNICATION
by

Michael Weatherly
University of Dayton

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1500 South Anaheim Boulevard
Anaheim, California 92803

Games Research, Incorporated
48 Wareham Street
Boston, Massachusetts 02118

Learning Games Associates (WFF'N Proof)
1490 South Boulevard
Ann Arbor, Michigan 48104

Psychology Today
Del Mar, California 92014

Simile II
P.O. Box 1023
La Jolla, California 92037

Unitarian Universalists Association
25 Beacon St.
Boston, Massachusetts 02108

William C. Brown, Publishers
135 South Locust St.
Dubuque, Iowa 52001

In addition, I wish to thank Dr. William I. Gorden of Kent State University for the material he provided. My wife, Vicki, and Dr. Tom Tortoriello have been constant sources of aid and encouragement.

I must also recognize the contributions of my students who have played without complaint both good and bad games as well as boring and interesting ones. Without them, this project could not have been attempted.

I. CHOOSING THE GAMES STUDENTS PLAY

by: Michael and Vicki Weatherly

When we were in grade school, teachers entered the classroom armed with a textbook, some sort of primitive mimeograph, a few ideas learned in college classes, flash cards, courage, and precious little else. Consequently, education often tended to be less than exciting. In contrast modern teachers face no such obstacles. They can bring innumerable aids developed through research and technology to their assistance. The plethora of materials confronting the present day teacher sometimes results in more severe problems than those encountered by his predecessors. For one thing many classrooms are not equipped for some of the contemporary devices and techniques. Acoustics are often poor, and rooms are not designed for group work. In addition, many of the materials available are excellent while others are worthless. Some devices, such as movies, do not allow the student to participate in his own education. The most perplexing questions the instructor faces are which of the aids will best fit his classroom situation and which are most easily obtained.

One of the most promising devices available to the modern instructor is based upon a simple premise. Find out what children like to do and turn it into an educational experience. This premise has resulted in the development of many educational games

and toys for younger children. As students grow older games are used less, yet children, and even adults, do not lose their desire to play. The popularity of sports and parlor games attest to this fact. Nevertheless, games for older children are available and more are being developed. We became interested in them as a method for teaching communication and were surprised at the variety available for different subjects. We soon discovered that research concerning games for the classroom has in the main been for the purpose of studying human behavior in stress situations rather than for investigating their effect on learning. Furthermore, the limited research in the latter area has yielded inconclusive results. In short, we have only a vague idea of their effects. We have been experimenting with some of the available games and a few parameters have emerged which might be considered by educators, who want to combine play with pedagogy, when they choose an educational or simulation game.

Obviously, a game should teach or the time is wasted. Few reliable research studies have been attempted to assess the educational value of games. Part of the problem stems from the scope of the research necessary. Each new game would have to be tested separately and compared with other instructional methods in order to estimate the effectiveness of the exercise. As a result of the lack of research, the teacher must make his own decisions based upon observation or traditional measuring instruments such as periodic tests. These should not be considered completely dependable, however, because tests have a tendency to

measure education almost exclusively in terms of information retention. Schools also teach other things such as attitudes and values, variables which can be measured, but usually are not. For example, in The Cities Game students soon learn that they can only win through honesty and cooperation - if one player loses, all lose. These behaviors are important, but difficult to measure. On the other hand, Nine Men Plus and The Propaganda Game lend themselves to traditional tests because they transmit information to a larger extent. Each teacher should examine games in his discipline, then determine for himself whether they impart the concepts desired.

The degree of interest inherent in the game is just as important as its educational value. The best games keep even college students engrossed for long periods of time, while the worst of them leave these same students yawning with boredom. No game will teach anything if the students do not enjoy playing it. We have had fifty-four students play and evaluate various games over a period of two years. It is interesting to note that although the students disliked some of them, eighty-five percent of the students think games are "useful educational tools," or "make courses more interesting and meaningful." Only fifteen percent were dubious about the usefulness of such exercieses. These figures indicate that students support the notion of games as an inherently interesting educational technique.

Educators can use several indicators to estimate the interest factor and utility of a particular game for a specific

subject. The game should be simple enough that the students can learn the basic rules quickly. If they get too involved in rules, they lose interest. Conversely, if the game is too simple, it will not hold attention for more than a short period of time. The participants should be able to learn the basic principles quickly and the game should provide different levels of skill for the players to develop. The novelty will be retained as they learn more sophisticated strategies. One or more students can learn a new game and teach it to the other members of the class. Being the first to play a new game can be a reward for some desired behavior and will emphasize the fun aspect of the project.

The games which hold interest longest are those which can be varied each time they are played. Blacks and Whites, based upon Monopoly, is a good example. Some students play as blacks and others as whites, then the roles can be reversed. The rules can be changed as the students wish. Nine Men Plus was designed for college students by William I. Gordon, using Supreme Court decisions. By making some adjustments, it can be adapted to high school students. The students can learn to do research by investigating additional court decisions and developing their own cases. The game is applicable to several different subject areas including English, Speech, History, Political Science, Journalism, etc.

Students enjoy games in which their behavior determines the result. Games like The Games People Play in which chance

alone determines the outcome hold little interest. Students like to have a chance to discuss their decisions from time to time and negotiate among themselves. Interestingly enough, having a winner is of little importance. The Cities Game is good because not only do players have to negotiate throughout, but there is no single winner. The game simulates the different power groups which struggle within a city. At the onset short range goals seem to be achieved through duplicity and demands. But if this route is taken the city is destroyed and everyone loses. Players quickly learn that long term rewards are only achieved if everyone works together to build the city.

The Cities Game has another characteristic which holds interest. It is related to "real life" experiences. We have to realize that more education goes on outside the classroom than inside, so we need to help students cope with their life outside. Games can simulate these experiences. Democracy (Legislature) lets each player participate in a situation similar to our legislative bodies. He learns how his government operates through personal experience. Life Career simulates the choosing of a career, thus enabling students to understand the variety of careers available to them.

A game may be interesting and educational without being successful. The teacher still has the responsibility of relating it to the material being taught. Teachers sometimes show a science film because it is available rather than because it is related to the unit they happen to be teaching. Games can also

be misused if they are not integrated into the subject being studied. Two games, Who Can Beat Nixon and The Next President, show students how our political system works by allowing them to participate in a political campaign. But if the class is not concerned with political campaigns at the time they are utilized, they have little value. A preliminary discussion of our political process should precede the game and a discussion of the game's relevance to the subject should follow. The game thus becomes an integral part of the learning experience, not merely a ploy to keep the students occupied.

Some of the reasons why games are not more widely used are not completely clear. Others are easier to understand. Certainly they are cheap, ranging from those which are free to some with a top price of about twelve dollars each. At these prices most schools can afford to try a couple in order to add interest and variety to the classroom experience. Psrt of the problem is the lack of definitive research concerning their effects. They teach concepts which do not show up on standardized tests, but standardized tests do not measure the entire spectrum of human experience. Simulation games are not easily available because they are marketed by widely varying organizations and the right game for a specific unit is difficult to find. Until now no one has made a concentrated effort to collect information on what is available and the sources. Perhaps one of our wiser students summarized the case for games best when she said, "The best education occurs when you do not realize you are learning."

II. A SUMMARY OF RESEARCH RELATING TO THE EFFECTIVENESS OF GAMES IN TEACHING

Source: Sayman E. Allen, Robert W. Allen and James C. Miller, "Programed Games and the Learning of Problem-Solving Skills: The Wff 'N Proof Example," The Journal of Educational Research LX (September, 1966), pp. 22-26.

Games Tested: Wff 'N Proof

Subjects: 35 high school students

Control Group: 22 junior high school students

Measuring Instruments: California Test of mental maturity and information tests presented periodically over a six week period.

Conclusions:
1. The game motivated students
2. Subjects increased their problem solving skills

Source: Eugene H. Baker, "A Pre-Civil War Simulation for Teaching American History," in Boocock and Schild(eds.). Simulation Games in Learning. Beverly Hills, California: Sage Publications, Inc., 1968.

Games Tested: "A simulation of the American pre-civil war period, designed by the author."

Subjects: 131 eighth grade students

Control Group: textbook readings, class discussions and tests

Measuring Instruments: Reliability = .74
Item difficulty = .46

Conclusions:
1. The subjects who played the game retained more information than those taught by traditional methods.
2. A delayed test given six weeks later indicated that those subjects taught by traditional methods did not forget as fast. However, the students who played the game still retained significant superiority.

Source: Sarane S. Boocock, "An Experimental Study of the Learning Effects of Two Games with Simulated Environments," in Boocock and Schild(eds.) Simulation Games in Learning. Beverly Hills, California: Sage Publications, Inc., 1968.

Games Tested: Life Career and Legislature

Subjects: 1200 4-H club delegates to a national conference, aged 13-20.

Control Group: another game

Measuring Instruments: no statistical data given

Conclusions: Students probably learn from games.

Source: Sarane S. Boocock and James S. Caleman, "Games with Simulated Environments in Learning," Sociology of Education. XXXIX (Summer, 1966), pp. 215-236.

Games Tested: Life Career, Legislature, Disaster

Subjects: Legislature and Career = 1200 4-H club members
Disaster = 256 4-H club members

Control Group: Career and Legislature served as controls for one another. Disaster had no control.

Measuring Instruments: no data given

Conclusions:
1. Games motivate students
2. Students can learn from games
3. Games help students see relationships better

Cleo H. Cherryholmes, "Some Current Research on Effectiveness of Educational Simulations: Implications for Alternative Strategies," American Behavioral Scientist (October, 1966) pp. 4-7.

Professor Cherryholmes reviewed six studies, four of which are not readily available to the classroom teacher. The table below summarizes these four studies. The remaining two inquiries are summarized elsewhere in this manual.

Author	Game	Control Group	Subjects	Conclusions
Lee F. Anderson	Inter-nation Simulation	Case Studies	College Students	1. Games may increase interest. 2. Games do not teach more than case studies.
Sarane S. Boocock	Election	Recitation	High School Students	1. Games increase interest. 2. Games do not teach better than recitation. 3. Students who play games acquire more realistic attitudes toward life.
Cleo H. Cherryholmes	Inter-nation Simulation	none	High School Students	1. Games increase interest. 2. Games do not increase learning. 3. Games modify attitudes.
Dale M. Gorvey and William H. Seiler	Inter-nation Simulation	Recitation	High School Students	1. Games increase interest. 2. Games do not increase learning. 3. Games do not modify attitudes.

Source: Dale C. Farran, "Competition and Learning for Underachievers," in Boocock and Schild (eds.). Simulation Games in Learning. Beverly Hills, California: Sage Publications Inc., 1968.

Games Tested: The Consumer Game, Life Career, Legislature

Subjects: 123 eighth grade students who were considered "underachievers."

Control Group: None. One section played individually and a second section played in groups.

Measuring Instruments: An information test and an attitude scale. No data was given.

Conclusions:
1. Some learning occurs
2. The games helped students to relate concepts they had already learned to one another and to reality.
3. The games were difficult to manage in groups of more than fifteen students.
4. Students do better if they can become involved in the game quickly.

Source: Michael Inbar, "Individual and Group Effects on Enjoyment and Learning in a Game Simulating a Community Disaster," in Boocock and Schild (eds.). Simulation Games in Learning. Beverly Hills, California: Sage Publications, Inc., 1968.

Games Tested: Disaster

Subjects: 220 4-H club members

Control Group: none

Measuring Instruments: Questionaire

Conclusions:
1. Individuals' enjoyment of a simulation game is determined by their predisposition.
2. Individuals are more likely to enjoy a game if most of the other players enjoy it.

Source: James L. McKenney and William R. Dill, "The Effects of Team Assignment and Faculty Boards on Student Attitudes and Learning," in Boocock and Schild (eds.). Simulation Games in Learning. Beverly Hills, California: Sage Publications, Inc., 1968.

Games Tested: a computer management game.

Subjects: 650 students in the Harvard University MBA program

Control Group: none

Measuring Instruments: attitude questionaires and comprehension tests. No data were given.

Conclusions:
1. Games arouse motivation.
2. The competitiveness of games may interfere with learning by encouraging conservative strategies.
3. When teams are required, they should be of relatively equal ability.

Source: James A. Robinson, Lee F. Anderson, Margaret G. Hermann and Richard C. Snyder, "Teaching With Inter-nation Simulation and Case Studies," The American Political Science Review, LX (March, 1966), pp. 53-65.

Games Tested: Inter-nation Simulation

Subjects: 134 college students

Control Group: case studies

Measuring Instruments: Questionaires, objective tests, essay tests, and observable behaviors such as visits to the library, visits to the instructor, attendance, etc.

Conclusions:
1. Games are more interesting than case studies.
2. Students do not learn more from games than from case studies.

Source: Richard L. Wing, "Two Computer-Based Economics Games for Sixth Graders," in Boocock and Schild (eds.). Simulation Games in Learning. Beverly Hills, California: Sage Publications, Inc., 1968.

Games Tested: Sumerian and Sierra Leone

Subjects: 25 sixth grade students

Control Group: "Conventional methods"

Measuring Instruments: no data given

Conclusions: The games were as effective as conventional methods, and took less time.

Source: Gerald Zaltman,""Degree of Participation and Learning in a Consumer Economics Game," in Boocock and Schild (eds.). Simulation Games in Learning. Beverly Hills, California: Sage Publications, Inc., 1968.

Games Tested: The Consumer Game

Subjects: 166 high school students and adults

Control Group: none

Measuring Instruments: questionaire and attitude test

Conclusions:
1. No effect on attitudes was apparent.
2. The amount of learning was affected by the degree of participation by subjects.

III. A SELECTED LIST OF AVAILABLE GAMES

Blacks and Whites

Source: The Head Box
Educational Products Division
P.O. Box 4762
Clinton, Iowa 52732

Price: $6.70

Student Evaluation (N=25):

A. usefulness
1. very useful 40%
2. useful 48%
3. not very useful 8%
4. useless 0%
5. undecided 4%

B. interest factor
1. very interesting 56%
2. interesting 40%
3. not very interesting 4%
4. boring 0%
5. undecided 0%

Appropriate for Teaching: interpersonal communication, intercultural communication, discussion, negotiation, persuasion, propaganda, the nature of prejudice

Description: The players move markers around a monopoly-like board buying and selling property. Any player may play as a black or a white person. However blacks always encounter serious obstacles because they begin with little money and face restrictions in buying property.

Time Required: may be played for an hour or two or for several hours.

Number of Players: four to seven

Grade Level: seventh through college

The Blue Wodjet Company

Source: Simile II
Dept. 105
P.O. Box 1023
La Jolla, California

Price: $3.00

Student Evaluation:

Appropriate for Teaching: discussion, debate, reasoning, negotiation, persuasion

Description: A simulated manufacturing concern is created. The players represent stockholders, managers, employees and citizens. Debate and discussion are generated concerning such issues as wages, pollution, and economics.

Time Required: eight to twelve periods of thirty minutes each

Number of Players: 25-30

Grade Level: sixth-tenth

Body Talk

Source: Psychology Today Games
Del Mar, California 92014

Price: $6.70

Student Evaluation (N=21):

A. usefulness
1. very useful 24%
2. useful 52%
3. not very useful 14%
4. useless 5%

B. interest factor
1. very interesting 38%
2. interesting 43%
3. not very interesting 19%

Appropriate for Teaching: non-verbal communication, interpersonal communication, barriers to communication, acting

Description: Body Talk is based on charades to an extent. The players are dealt cards with emotions written on them. They try to communicate these emotions by using their entire bodies or parts of the body. Players are rewarded for communicating as well as for guessing the emotions of other players.

Time Required: one half hour to an hour, depending upon the number of players

Number of Players: two to ten

Grade Level: elementary through college

The Cities Game

Source: Psychology Today Games
Del Mar, California 92014

Price: $6.95

Student Evaluation (N=18):

A. usefulness
1. very useful 33%
2. useful 50%
3. not very useful 11%
4. useless 0%
5. undecided 6%

B. interest factor
1. very interesting 56%
2. interesting 39%
3. not very interesting 6%
4. boring 0%
5. undecided 0%

Appropriate for Teaching: attitude theory, persuasion, discussion debate, negotiation, interpersonal communication, intercultural communication, logic

Description: Four power groups (slum dwellers, agitators, government, businessmen) vie for stronger positions in a city. They can negotiate, trade, or threaten to improve their positions. The object is to build a perfect city, but if the power groups can not solve their problems, they destroy the city.

Time Required: one hour or longer if desired

Number of Players: four or eight Grade Level: junior high through college

City Council

Source: Simile II
Dept. 105
P.O. Box 1023
La Jolla, California

Price: $5.00

Student Evaluation: none available

Appropriate for Teaching: discussion, debate, public speaking, persuasion, reasoning, audience analysis, choosing topics

Description: The players assume the roles of city councilmen or citizens. They discuss and debate such issues as law enforcement, pollution, wages, and hiring employees.

Time Required: eight to twelve periods of thirty minutes each

Number of Players: 18-35 Grade Level: sixth- tenth

Class

Source: Book-of-the-Month Club, Inc.
Camp Hill, Pennsylvania 17011

Price: $10.00

Student Evaluation (N=13):

A. usefulness
1. very useful 8%
2. useful 62%
3. not very useful 23%
4. useless 0%
5. undecided 8%

B. interest factor
1. very interesting 30%
2. interesting 62%
3. not very interesting 8%
4. boring 0%
5. undecided 0%

Appropriate for Teaching: It has dubious value for speech. The game may have some value for teaching attitude theory, propaganda, or intercultural communication.

Description: The players move up the ladder of success. Moves are determined by lot and by randomly chosen cards which arbitrarily determine whether the players have class or not.

Time Required: one hour or more if desired

Number of Players: two to six Grade Level: high school and possibly college

Crisis

Source: Simile II
P.O. Box 1023
La Jolla, California 92037

Price: $35.00 - $50.00

Student Evaluation: none available

Appropriate for Teaching: international communication, discussion, debate, negotiation, public speaking

Description: A crisis develops among six fictional nations. The leaders of the nations meet to resolve the crisis by negotiation. If this fails, they will go to war.

Time Required: two to four hours

Number of Players: 18-35 Grade Level: sixth-adult

Democracy (Legislature)

Source: School and Library Dept.
Western Publishing Co.
850 Third Avenue
New York, N.Y. 10022

Price: $8.00

Student Evaluation: none available

Appropriate for Teaching: discussion, debate, persuasion, public speaking, parliamentary law

Description: Each player is given the role of a legislator and randomly receives cards which outline his constituents' opinions on major issues. The "legislators" then give speeches on the issues, debate, negotiate and vote on the issues. There are also variations of the game where players become citizens, etc.

Time Required: one hour or longer if desired

Number of Players: five to twelve Grade Level: seven through twelve

Foil

Source: The 3M Company
Box 33350
St. Paul Minnesota 55133

Price: $8.50, abridged version 4.50

Student Evaluation: none available

Appropriate for Teaching: vocabulary

Description: The players are dealt cards with letters on them. They score points by forming words from the letters. The words are then scrambled and participants attempt to unscramble their opponents' words.

Time Required: The game can be adapted to the time available.

Number of Players: two to four Grade Level: elementary through high school

Group Therapy

Source: The Head Box
Educational Products Division
P.O. Box 4762
Clinton, Iowa 52732

Price: $8.50

Student Evaluation: none available

Appropriate for Teaching: credibility, audience analysis, discussion, attitude theory, interpersonal communication

Description: Participants randomly draw instructions which direct them to perform such tasks as describing themselves or telling each member of the group what one likes about him. The other players judge his sincerity and he moves backward or forward accordingly. The player may perform the instructions he receives or choose not to perform them.

Time Required: variable. It can be completed in an hour or two, but does not have to be played to completion.

Number of Players: three to eight Grade Level: college and possibly high school

Insight

Source: Games Research Inc.
48 Wareham Street
Boston, Massachusetts 02118

Price: $8.00

Student Evaluation: none available

Appropriate for Teaching: interpersonal communication, discussion, audience analysis

Description: Using sets of pictures, each player decides which ones best depict his own personality and those which depict the personalities of the other players. Tallies are recorded so that each player can compare his self image with the images the other players have of him. A period for discussion is allowed near the end of the game.

Time Required: one hour or more depending upon the number of players

Number of Players: 2-20 Grade Level: junior high - college

Metropolitics

Source: Simile II
P.O. Box 1023
La Jolla, California 92037

Price: $25.00

Student Evaluation: none available

Appropriate for Teaching: discussion, debate, persuasion, research

Description: The players assume the roles of citizens of a mythical community who attempt to decide among four types of city government.

Time Required: uncertain. It probably requires two hours.

Number of Players: 18-35

Grade Level: junior high - high school

Napoli

Source: Simile II
P.O. Box 2023
La Jolla, California

Price: $35.00-$50.00

Student Evaluation: none available

Appropriate for Teaching: discussion, debate, public speaking, persuasion, topics for speeches, audience analysis, reasoning, negotiation, political communication

Description: The players assume the roles of legislators who debate major national issues. Their object is to get re-elected. The pressures which are exerted upon legislators are simulated.

Time Required: two to four hours

Number of Players: 15-35

Grade Level: sixth-adult

New Town

Source: Harwell Associates
Box 95
Covent Station, New Jersey 07961

Price: $12.00

Student Evaluation: none available

Appropriate for Teaching: discussion, debate, reasoning, organization, public speaking, persuasion

Description: The players build a city by buying property on which they build houses, businesses and industries. They discuss where to build schools and other public buildings. Each player must weigh his personal interests against the best interests of the community.

Time Required: two hours or more

Number of Players: four or more

Grade Level: elementary-college

The Next President

Source: Reiss Associates
230 Fifth Avenue
New York, New York 10001

Price: $10.00

Student Evaluation (N=9):

A. usefulness
1. very useful 22%
2. useful 67%
3. not very useful 11%
4. useless 0%
5. undecided 0%

B. interest factor
1. very interesting 56%
2. interesting 44%
3. not very interesting 0%
4. boring 0%
5. undecided 0%

Appropriate for Teaching: mass communication, reasoning

Description: The players play as presidential candidates. They move from state to state trying to win primaries and collect delegates. They use money, points or promises of government positions in order to win enough delegates to be nominated. Then they try to win election by the same procedure except that they try to win electoral votes in the second round. The participants may play as contemporary candidates or as historical figures.

Time Required: two hours or longer if desired. It may be played over several days.

Number of Players: two to eight Grade Level: junior high - college

Nine Men Plus

Source: William C. Brown Company
135 South Locust St.
Dubuque, Iowa 52001

Price:

Student Evaluation (N=10):

A. usefulness
1. very useful 30%
2. useful 30%
3. not very useful 30%
4. useless 10%
5. undecided 0%

B. interest factor
1. very interesting 40%
2. interesting 30%
3. not very interesting 20%
4. boring 10%
5. undecided 0%

Appropriate for Teaching: discussion, debate, persuasion, broadcasting, freedom of speech, public speaking, mass communication, evidence, listening

Description: The players read the evidence upon which past Supreme Court decisions concerning speech were based. Then, they act as justices and decide who won, in their opinion. There is also opportunity for the players to try to persuade other participants that they should vote differently. Points are scored for correctly determining the outcome and for persuasive ability.

Time Required: one hour, but may be played for a longer period

Number of Players: three or more

Grade Level: high school or college

Password

Source: Milton Bradley Company
Springfield, Massachusetts

Price: $2.99

Student Evaluation: none available

Appropriate for Teaching: vocabulary, voice and diction, interpersonal communication, listening

Description: There are several versions of this game. However, students can create their own game. Players participate in teams. A member of a team is given a word and has a limited amount of time to communicate it to his partner without actually saying the word. Points are awarded to each team for correct guesses. The game can be played by two teams while a third team decides which words will be used. At the end of each round, the teams can rotate.

Time Required: whatever amount is available

Number of Players: from four to any number

Grade level: upper elementary through college

Plans

Source: Simile II
P.O. Box 1023
La Jolla, California 92037

Price: $35.00-$50.00

Student Evaluation: none available

Appropriate for Teaching: persuasion, negotiation, attitude formation, discussion, debate, interpersonal communication, intercultural communication, audience analysis

Description: members of six pressure groups (military, Civil Rights, nationalists, Internationalists, Business and Labor) meet to attempt to make changes in American society.

Time Required: 3-8 hours

Number of Players: 12-35

Grade Level: seventh grade - college

Prediction

Source: Unitarian Universalists Association
25 Beacon St.
Boston, Massachusetts 02108

Price: $10.00

Student Evaluation: none available

Appropriate for Teaching: reasoning, communication theory, communication problems, interpersonal communication, credibility, symbolism, attitude theory

Description: In turn, each participant rolls a four colored die. The player advances a marker to the first space on the game board corresponding to the color thrown. He then draws a card with a question to be asked another player. The object of the game is to predict the player's answer. Participants are rewarded with additional spaces if they predict correctly and must move backward if they predict incorrectly. The player who reaches the end of the game board first wins.

Time Required: 30-60 minutes

Number of Players: 3-6 Grade Level: upper elementary - college

Propaganda

Source: Antatelic Instructional Materials
Box 71
New Haven, Connecticut 06510

Price: $6.00

Student Evaluation (N=37):

A. usefulness
1. very useful 19%
2. useful 65%
3. not very useful 8%
4. useless 0%
5. undecided 8%

B. interest factor
1. very interesting 22%
2. interesting 59%
3. not very interesting 11%
4. boring 5%
5. undecided 3%

Appropriate for Teaching: propaganda, listening, persuasion

Description: Players listen to examples of propaganda and try to determine what technique the speaker is using. The game has several levels of difficulty so that students can advance as they increase in proficiency.

Time Required: from one hour to any length of time the teacher desires.

Number of Players: two to four Grade Level: high school or college

Public Opinion Game

Source: Public Opinion Quarterly
Summer, 1961

Price: free

Student Evaluation: none available

Appropriate for Teaching: group processes, discussion, persuasion, opinion formation

Description: The players are assigned roles and each is given a description of his role. A complicated system of recording the opinions of groups and individuals is utilized. Players may change their opinions on issues as the game progresses. At the end, "final" opinions are recorded and tallied.

Time Required: several class meetings

Number of Players: any number can play

Grade Level: college or graduate students. High school students could possibly play.

Queries and Theories

Source: Wff 'N Proof
Box 71-Rt
New Haven, Connecticut 06501

Price: $8.00

Student Evaluation: none available

Appropriate for Teaching: symbol systems, relationships, the nature of language, reasoning

Description: A player generates a language using any symbol system desired. Another player or group of players attempt to "decipher" the language by asking questions concerning how the symbols are related.

Time Required: varies according to how well the players understand the game and according to the level of difficulty at which it is played.

Number of Players: any group of two or more can play

Grade Level: junior high - adult

Scrabble

Source: Selchow and Righter Company
New York, New York

Price: $3.99

Student Evaluation: none available

Appropriate for Teaching: vocabulary

Description: Using randomly drawn tiles, the players score points by forming words in crossword puzzle fashion.

Time Required: about two hours to complete

Number of Players: four

Grade Level: high school

Sensitivity[R]

Source: The Head Box
Educational Products Division
P.O. Box 4762
Clinton, Iowa 52732

Price: $11.00

Student Evaluation(N=17):

A. usefulness
1. very useful 59%
2. useful 35%
3. not very useful 6%
4. useless 0%
5. undecided 0%

B. interest factor
1. very interesting 11%
2. interesting 29%
3. not very interesting 0%
4. boring 0%
5. undecided 0%

Appropriate for Teaching: acting, discussion, audience analysis, public speaking, interpersonal communication

Description: The players draw folders which contain mementos of events which happened to some individual. The participants try to become the person whose folder they have and communicate that person's characteristics to the other members of the group.

Time Required: one to two hours or more if desired

Number of Players: four to eight

Grade Level: college and possibly high school

Sitte

Source: Simile II
P.O. Box 1023
La Jolla, California 92037

Price: $35.00-$50.00

Student Evaluation: none available

Appropriate for Teaching: discussion, debate, negotiation, decision-making, persuasion, interpersonal communication, intercultural communication.

Description: Five interest groups attempt to effect changes in a city through the use of influence and discussion.

Time Required: two to four hours

Number of Players: 10-35

Grade Level: seventh grade - adult

Starpower

Source: Simile II
P.O. Box 1023
La Jolla, California 92037

Price: $3.00 for directions on how to make your own game
$25.00 if games are purchased for all students

Student Evaluation: none available

Appropriate for Teaching: attitude formation, intercultural communication, the nature of prejudice, discussion, decisionmaking

Description: The participants form a three class society according to the amount of wealth each player can acquire. The class with the most wealth decides the rules of the game. These rules are often so unjust that they result in a rebellion by the other member of the society.

Time Required: one to two hours

Number of Players: 18-35

Grade Level: can be used on all levels

Woman and Man

Source: Psychology Today Games
Del Mar, California 92014

Price: $7.95

Student Evaluation (N=12):

A. usefulness
1. very useful 17%
2. useful 75%
3. not very useful 8%
4. useless 0%
5. undecided 0%

B. interest factor
1. very interesting 25%
2. interesting 67%
3. not very interesting 8%
4. boring 0%
5. undecided 0%

Appropriate for teaching: interpersonal communication, persuasion, attitude theory, discussion, debate

Description: Each participant plays as a man or a woman. The players move around a game board using dice to determine the number of spaces to move. Players can negotiate, debate and attempt to answer questions concerning the roles society has assigned men and women. Unless the women organize, the men usually have the advantage.

Time Required: one to two hours

Number of Players: two to five

Grade Level: high school or college

IV. OTHER GAMES WHICH ARE AVAILABLE

Title: Communication

Source: Educational Research
P.O. Box 34
Somerset, New Jersey 08873

Price: $6.45

Grade Level: high school or college

Note: Communication is a business game primarily. Nevertheless, it can be useful for teaching communication in organizations.

Title: Confrontation

Source: Creative Communications and Research
460 35th Avenue
San Francisco, California 94121

Note: I have no information on this game. Write to the distributor.

Title: Diplomacy

Source: Gary and Reidel
Room 514
200 5th Avenue
New York, New York 10022

Price: $9.50

Grade Level: junior high - college

Note: Players attempt to gain control of Europe through negotiation and intrigue.

Title: Down with the King

Source: Herder and Herder
232 Madison Avenue
New York, New York 10016

Price: $ .95

Grade Level: elementary

Title: The Drug Debate

Source: Academic Games Associates, Inc.
430 East Thirty-third St.
Baltimore, Maryland 21218

Price: $25.00 plus postage

Grade Level: junior high - college

Note: This game for 6-35 players creates a structured debate concerning drugs.

Title: The Egg and Evolution

Source: Herder and Herder
232 Madison Avenue
New York, New York 10016

Price: $ .95

Grade Level: elementary

Title: The Feel Wheel

Source: Psychology Today Games
Del Mar, California 92014

Price: Unknown

Grade Level: college or adults

Note: This is more a facilitator for the frank communication of emotions than a game.

Title: The Four Color Problem

Source: Herder and Herder
232 Madison Avenue
New York, New York 10016

Price: $ .75

Grade Level: elementary

Title: Generation Gap

Source: School and Library Department
Western Publishing Company
850 Third Avenue
New York, New York 10022

Price: $15.00

Grade Level: fifth - high school

Note: This game may already be dated.

Title: Ghetto

Source: School and Library Dept.
Western Publishing Company
850 Third St.
New York, New York 10022

Price: $24.00

Grade Level: fifth - college

Note: Ghetto requires from two to four hours to play.

Title: Hang Up

Source: Unitarian Universolists Association
25 Beacon Street
Boston, Massachusetts 02108

Price: $7.95

Grade Level: high school - college

Note: Each player is dealt seven "hang-ups". By lot each becomes a black or a white person and tries to react to or stress situation as someone in his position would behave.

Title: Life Career

Source: School and Library Department
Western Publishing Company
850 Third Avenue
New York, New York 10022

Price: $35.00

Note: This has been one of the most researched games ever developed. It was devised to help students think about possible careers

Title: The Road Game

Source: Herder and Herder
232 Madison Avenue
New York, New York 10016

Price: $1.45

Grade Level: elementary

Title: Smog and Dirty Water

Source: Urban Systems
1033 Massachusetts Avenue
Cambridge, Massachusetts 02138

Note: I have no information on these games. Write to the distributor for a description.

Title: Society Today

Source: Psychology Today Games
Del Mar, California 92014

Price: $7.95

Grade Level: junior high - high school

Note: The participants move along a game board attempting to attain higher status. They can move upward by chance and by correctly answering questions. The game does not hold attention for very long.

Title: Tiny World

Source: Herder and Herder
232 Madison Avenue
New York, New York 10016

Price: $ .95

Grade Level: elementary

Title: The Value Game

Source: Herder and Herder
232 Madison Avenue
New York, New York 10016

Title: Verbal Game

Source: Alpsco
Harold Samuels
P.O. Box 465
Locust Valley, N.Y. 11560

Price: $5.50

Grade Level: junior high - high school

Note: This could be useful for vocabulary building.

Title: Verdict II

Source: Avalon Hill Company
4517 Hertford Road
Baltimore, Maryland 21214

Price: $5.98

Grade Level: high school

Note: Players debate courtcases. The conditions are too carefully controlled to allow much debate training. The game also has limited interest value.

Title: Word Power

Source: Avalon Hill Company
4517 Hertford Road
Baltimore, Maryland 21214

Price: $7.98
Grade Level: third - high school
Note: Word Power may have someuse in increasing vocabulary.

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VI. SOURCES OF ADDITIONAL INFORMATION CONCERNING EDUCATIONAL GAMES

ABt Associates, Inc.
55 Wheeler St.
Cambridge, Massachusets 02138

Board of Cooperative Educational Services in Northern Westchester
Center for Educational Services and Research
845 Fox Meadow Road
Yorktown Heights, New York 10598

This group published a volume entitled Games for School Use which is on annotated list of 190 games for elementary and secondary school use.

Charles N. Wise
Clearinghouse
Department of Speech
Texas Tech University
Lubbock, Texas 79414

Professor Wise collects materials relating to interpersonal communication and periodically sends them to anyone on his mailing list. These packets include exercises and games. The price is the cost of duplication.

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The Johns Hopkins University
Charles and 34th Streets
Baltimore, Maryland 21218

Project Simile
Western Behavioral Sciences Institute
1121 Torrey Pines Road
La Jolla, California 92037

publishes a newsletter on games

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Simulation and Games
Sage Publications, Inc.
P.O. Box 776
Beverly Hills, California 90210

Simulation and Games is a journal devoted primarily to computer simulations. It is published quarterly. The yearly subscription rates are: $18.00, $12.00 for teachers and $9.00 for students.

Simulations Publications Inc.
Department 329
44 East 23 Street
New York, New York 10010

The Simulmatics Corporation
16 East 41st Street
New York, New York 10017

Wff'N Proof Newsletter
1111 Maple Avenue
Turtle Creek, Pa. 15145

published a newsletter on games.